



GREENVILLE ACADEMY

339 Lowndes Avenue
Greenville, South Carolina

Grades	6-8 Middle School	
Enrollment	830 Students	
Principal	Robert L. Palmer, Ed.D.	864-355-5600
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Roger Meek	864-233-8587

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Good
2010	Good	Good
2009	Good	Average
2008	Average	Below Average
2007	Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

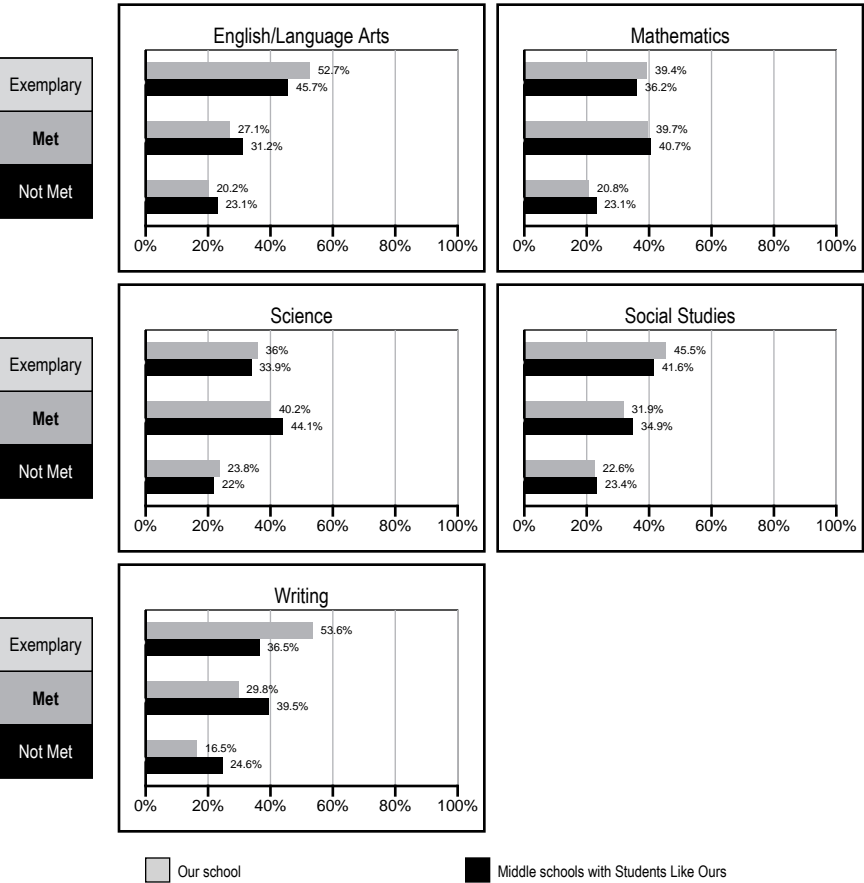
96.5%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
17	13	8	1	0

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	97.0%
English 1	100.0%	96.9%
Biology 1/Applied Biology 2	N/A	94.8%
Physical Science	N/A	35.2%
US History and the Constitution	N/A	100%
All Subjects	100.0%	96.3%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=830)				
Students enrolled in high school credit courses (grades 7 & 8)	34.2%	Down from 37.9%	34.9%	24.5%
Retention rate	0.5%	Up from 0.3%	0.4%	0.7%
Attendance rate	95.9%	Down from 96.7%	96.3%	95.9%
Served by gifted and talented program	31.3%	Up from 28.5%	24.3%	17.8%
With disabilities other than speech	9.7%	Down from 12.0%	7.2%	9.2%
Older than usual for grade	1.1%	Down from 1.2%	0.9%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Down from 0.3%	0.3%	0.4%
Annual dropout rate	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n=46)				
Teachers with advanced degrees	76.1%	Up from 76.0%	60.0%	60.0%
Continuing contract teachers	87.0%	Up from 86.0%	86.0%	82.6%
Teachers returning from previous year	93.4%	Up from 91.9%	89.1%	85.6%
Teacher attendance rate	94.6%	Down from 96.9%	94.9%	95.3%
Average teacher salary*	\$47,398	Down 1.6%	\$47,737	\$46,300
Professional development days/teacher	8.7 days	Up from 7.8 days	9.6 days	9.9 days
School				
Principal's years at school	11.0	Up from 10.0	5.0	4.0
Student-teacher ratio in core subjects	26.4 to 1	Up from 22.8 to 1	23.5 to 1	21.5 to 1
Prime instructional time	90.8%	Down from 93.5%	90.8%	90.1%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 96.2%	98.2%	98.1%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$6,790	Down 4.8%	\$6,790	\$7,634
Percent of expenditures for instruction**	64.8%	Up from 64.0%	66.1%	64.0%
Percent of expenditures for teacher salaries**	64.1%	Up from 60.4%	64.0%	61.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Greenville Middle Academy of Traditional and Global Studies focuses on reading, writing, and vocabulary development across the curriculum and supports a strong liberal arts interdisciplinary curriculum. We emphasize vocabulary development as part of literature analysis and by close study of Latin and Greek stems. The library Media Center, which contains over 25,000 items for student checkout and research, supports Greenville Middle students as readers and researchers.

Greenville Middle School's mission is to cooperate with home and community to provide diverse, academically challenging, education experiences to prepare emerging adolescents to become self-directed, confident, life-long learners in a changing technological world and productive participants in a democratic society. Greenville Middle Academy monitors progress toward our mission. We examine norm-referenced and criterion referenced tests, catalog school, students, and teacher awards and achievements, conduct pre/post analyses of student, parent, and teacher surveys, collect samples of student and teacher work, and conduct regular classroom observations. Our findings and recommendations for continued growth can be found in the Greenville Middle Portfolio. Parents and community members are invited to stop by the school or look through the Portfolio on our school website, for specific information on topics from test results to parent and student surveys.

Greenville Middle and its students continue to receive district, state, and national recognition. Our school has been designated a "Palmetto's Finest" school and received the National Career and Guidance Award. Students have distinguished themselves in State and district contests. Greenville Middle boasts state winners in Junior Beta Club, Mathematics, Lego Robotics, Science, Strings, Band, Writing, and a National PTA Reflections contest winner.

The success of Greenville Middle's academic program is reflected in recent test scores as well. MAP and PASS scores show continued progress toward our school goal of moving students to higher levels. Our students continue to score above both the district and State averages on the PASS test and achieved AYP status this past school. Because the dynamics of our population changes yearly, Greenville Middle monitors school and student performance as well as opinion surveys yearly to maintain a mission that reflects the strengths and needs of our students. Greenville Middle continues to offer Greenville County students a positive environment for learning and growing.

Robert Palmer, Principal
Ann Aust, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	54	244	170
Percent satisfied with learning environment	96.3%	83.2%	88.6%
Percent satisfied with social and physical environment	98.1%	88.5%	88.5%
Percent satisfied with school-home relations	96.2%	91.3%	83.7%

* Only students at the highest middle school grade level and their parents were included.

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School Adequate Yearly Progress

NO

This school met 19 out of 29 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.9%	94.0%**	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	805	99.9	19.9	27.4	52.8	85.5	84.1	82.4	Yes	Yes
Gender										
Male	418	99.8	21.3	27.2	51.5	83.7	80.8	78.7	N/A	N/A
Female	387	100	18.3	27.5	54.2	87.6	87.7	86.2	N/A	N/A
Racial/Ethnic Group										
White	470	100	9.1	23	67.9	94.8	89.7	88.9	Yes	Yes
African American	229	99.6	36.9	33.2	29.9	70.1	72.2	72.9	No	Yes
Asian/Pacific Islander	25	100	12.5	25	62.5	91.7	93.3	93	I/S	I/S
Hispanic	81	100	39.5	38.2	22.4	71.1	79.2	79.3	No	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.8	83	I/S	I/S
Disability Status										
Disabled	82	98.8	58.8	22.5	18.8	52.5	48.6	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	78	100	39	32.9	28	73.2	79.3	78.3	No	Yes
Socio-Economic Status										
Subsidized meals	356	99.7	33.6	33.9	32.4	74.4	75.7	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	805	99.9	20.6	40.3	39.1	87.2	84.4	81.9	Yes	Yes
Gender										
Male	418	99.8	19.3	42.8	37.9	86.4	82.9	79.9	N/A	N/A
Female	387	100	22.1	37.5	40.4	88.1	86.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	470	100	11.1	38.8	50.1	94.4	89.4	88.9	Yes	Yes
African American	229	99.6	38.3	38.8	22.9	75.7	72	71.4	No	Yes
Asian/Pacific Islander	25	100	12.5	25	62.5	91.7	95.6	94.6	I/S	I/S
Hispanic	81	100	31.6	57.9	10.5	75	82.7	81.1	No	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.3	84.4	I/S	I/S
Disability Status										
Disabled	82	98.8	57.5	30	12.5	55	47.1	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	78	100	31.7	48.8	19.5	75.6	83.6	81.4	No	Yes
Socio-Economic Status										
Subsidized meals	356	99.7	33	46.1	20.8	78.6	76.5	74.9	No	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	547	100	23.4	40.6	36	76.6	71.6	68.6
Gender								
Male	295	100	23.9	37	39.1	76.1	71.4	68.3
Female	252	100	22.8	44.8	32.4	77.2	71.9	68.9
Racial/Ethnic Group								
White	300	100	10.8	40.3	48.8	89.2	81	80.7
African American	168	100	41.9	40	18.1	58.1	52.3	51.4
Asian/Pacific Islander	19	100	10.5	47.4	42.1	89.5	85.1	85.3
Hispanic	60	100	42.9	41.1	16.1	57.1	61.4	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	76.8	70.8
Disability Status								
Disabled	66	100	64.6	23.1	12.3	35.4	34.8	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	53	100	39.7	43.1	17.2	60.3	61.8	60.7
Socio-Economic Status								
Subsidized meals	254	100	39.7	41.4	19	60.3	58.4	57.3

Social Studies								
All Students	546	99.8	22.8	32.6	44.6	77.2	76.1	72.5
Gender								
Male	284	99.7	23.8	28.2	48	76.2	75.9	72
Female	262	100	21.7	37.4	40.9	78.3	76.2	73.1
Racial/Ethnic Group								
White	327	100	13.1	29.6	57.3	86.9	82.8	81
African American	149	99.3	36.9	40.4	22.7	63.1	61.5	60
Asian/Pacific Islander	18	100	11.8	35.3	52.9	88.2	88.5	89
Hispanic	52	100	48.1	28.8	23.1	51.9	69.6	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75.5	73.5
Disability Status								
Disabled	58	98.3	63.2	22.8	14	36.8	41.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	51	100	47.4	31.6	21.1	52.6	70.5	69.7
Socio-Economic Status								
Subsidized meals	231	99.6	34.7	39.6	25.7	65.3	65.2	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	264	96.6	16.5	29.8	53.6	83.5	76	73.2	95.9	96.4
Gender										
Male	121	94.2	23.9	32.7	43.4	76.1	70.2	67.2	95.7	96.3
Female	143	98.6	10.4	27.4	62.2	89.6	82.1	79.4	96.2	96.4
Racial/Ethnic Group										
White	168	99.4	8.6	23.3	68.1	91.4	83.1	81.5	95.8	96.2
African American	71	90.1	29.5	44.3	26.2	70.5	62.2	61.3	96	96.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	90.3	87	98.8	97.6
Hispanic	22	95.5	42.9	38.1	19	57.1	64.3	66.7	95.9	96.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	74.1	72.2	N/A	95.8
Disability Status										
Disabled	25	64	N/AV	N/AV	N/AV	26.7	26.5	26	95.5	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	93.2
English Proficiency										
Limited English Proficient	25	100	36	32	32	64	65.3	65.7	96.7	97.2
Socio-Economic Status										
Subsidized meals	106	94.3	25.3	38.9	35.8	74.7	63.7	63.2	95.6	95.9

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	274	100	20.5	22.8	56.7	79.5
	7	284	100	17.6	30.9	51.5	82.4
	8	226	100	22	28	50	78
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	258	99.6	15.2	30.7	54.1	84.8
	7	284	100	22.9	22.5	54.5	77.1
	8	263	100	21.1	29.3	49.6	78.9
Mathematics							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	274	100	20.1	40.2	39.8	79.9
	7	284	100	19.8	48.1	32.1	80.2
	8	226	100	27.6	46.7	25.7	72.4
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	258	99.6	18.4	38.9	42.6	81.6
	7	284	100	22.2	30.5	47.3	77.8
	8	263	100	21.1	52	27	78.9
Science							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	137	100	41.4	39.8	18.8	58.6
	7	283	99.3	19.3	49.4	31.3	80.7
	8	112	100	24.8	31.4	43.8	75.2
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	132	100	20.5	54.9	24.6	79.5
	7	283	100	25.1	38.5	36.4	74.9
	8	132	100	22.7	31.3	46.1	77.3

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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Social Studies

2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	139	97.8	16	55.2	28.8	84
	7	281	100	25.5	39.8	34.7	74.5
	8	114	95.6	22.9	34.3	42.9	77.1
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	132	99.2	16.4	40.6	43	83.6
	7	283	100	27.6	26.9	45.5	72.4
	8	131	100	18.8	36.7	44.5	81.3

Writing

2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	273	97.1	12.6	33.7	53.7	87.4
	7	284	94.7	11.2	34.5	54.2	88.8
	8	226	98.2	13.8	37.1	49	86.2
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	264	96.6	16.5	29.8	53.6	83.5

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N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample